DOCUMENT RESUME

ED 234 215 CE 036 957

AUTHOR	Stewart, Bob R.; And Others
TITLE	Career and Personal Development for Plant Science Core Curriculum. Instructor's Guide. Vol. 15. No. 1. Revised.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE	Jun 83
NOTE	54p.; For student reference document, see CE 036 958.
AVAILABLE FROM	Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. AG-74-I, $1.75).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Agricultural Education; Agronomy; Behavioral Objectives; *Career Development; *Career Planning; Core Curriculum; Curriculum Guides; *Employment Interviews; Human Relations; Hygiene; Individual Characteristics; *Individual Development; *Interpersonal Competence; *Job Application; Lesson Plans; Occupational Information; Secondary Education; Teaching Guides; Tests; Transparencies; Vocational Education

ABSTRACT

Intended as part of the second year of instruction for students of vocational agriculture, this unit for a plant science core curriculum consists of five lessons designed to help students in their careers and personal development. Topics are: reconsidering career plans; finding information on available jobs; getting a job; developing as a confident, responsible person; and developing human relations. A unit outline lists objectives, motivational technique or interest approach, lessons, and references and materials. Organized in a format to aid teachers in planning their lessons, the materials contain some or all of these components: objective, study questions, a list of references, teaching procedures (review, motivation, assignment, supervised study, discussion, other activities, summary and conclusions, and answers to evaluation), transparency masters, handouts, and an evaluation. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234215

INSTRUCTOR'S GUIDE

CAREER AND PERSONAL DEVELOPMENT

FOR

PLANT SCIENCE CORE CURRICULUM

Bob R. Stewart
Professor
Agricultural Education
University of Missouri-Columbia

Larry Wilson
Bill Hunter
Research Assistants
Instructional Materials Laboratory
University of Missouri-Columbia

Vol. 15
No. 1

Produced by the Instructional Materials Laboratory
University of Missouri - Columbia
Columbia, Missouri

CE036987

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Catalog Number AG-74-I
June, 1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Lund

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred.

ACKNOWLEDGMENTS

The Career and Personal Development unit for the Plant Science core curriculum has been revised and reprinted in its entirety. The revised materials include 8 handouts and 7 transparency masters.

Teachers should find these materials most helpful in preparing their own teaching plans. The materials are organized to facilitate the use of the problem-solving approach to teaching.

The basic organization of the material was established and reviewed by the Teaching Aids Committee.

Special recognition is due Dr. Harley Schlichting, Director of the Instructional Materials Laboratory, and his staff for the typing, editing and producing of the materials.

Bob R. Stewart, Professor
Agricultural Education
University of Missouri-Columbia

Larry Wilson, Research Assistant
Bill Hunter, Research Assistant
Instructional Materials Laboratory
University of Missouri-Columbia

FOREWORD

The Career and Personal Development unit for Plant Science has been produced along guidelines suggested by the MVATA Teaching Aids Committee. All lessons have been organized in a format to aid teachers in planning their lessons. This unit is to be taught as a part of the second year of instruction for students of vocational agriculture. The unit is a follow-up to the unit Careers I in the Animal Science core curriculum.

Teachers should secure class quantities of a separate publication, Student Reference for Career and Personal Development, for use as a classroom text for this unit.

The unit consists of five lessons designed to help students in their careers and personal development - Lesson 1 on reconsidering career plans; Lesson 2 on finding information on the available jobs; Lesson 3 on getting a job; Lesson 4 on developing as a confident, responsible person; and Lesson 5 on developing human relations.

Curtis R. Weston
Professor and Coordinator
Agricultural Education

Larry D. Case
Director
Agricultural Education
Department of Elementary
and Secondary Education

PLANT SCIENCE

Unit: Career and Personal Development

OBJECTIVES:

At the end of this unit, the student will be able to:

1. **choose a career and formulate a plan of development which will aid in starting and establishing that career.**
2. **successfully interview for a job.**
3. **pursue a plan of personal development which will develop self-confidence, responsibility, and good human relations.**

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Ask the students to compare the types of jobs available in agriculture and agribusiness 50 years ago with those available today. Why did the nature of those jobs change? How are the jobs in agriculture today likely to change in the student's working lifetime (the next 40-50 years)? What will cause this change?
2. Show the film "Finding Your Life Work" as an introduction to this unit. Develop a discussion from points raised in the film to lead to Lesson 1.

LESSONS:

1. What should I consider when making career plans?
2. Where can I find information about available jobs?
3. How do I apply for and interview for a job?
4. How can I develop as a confident, responsible person?
5. How can I develop better human relations?

GETTING READY FOR THIS UNIT:

References and Materials:

The references and materials listed below are suggestions only. This does not mean that they must all be used. Using any of the suggested texts and a selection of the other materials should be sufficient to teach the unit.

1. Hunter, Bill. Student Reference for Career and Personal Development. Columbia, MO: Instructional Materials Laboratory, 1983.
2. Bureau of Labor Statistics. Occupational Outlook Handbook. 1980-1981 Ed. Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, 1980.

3. Carlile, Robert B. Careers in Agriculture. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1976.

4. Elsberg, Ted. Career Exploration: You and Your Future. New York: Fairchild Publications, 1975.

5. Hopke, William E. Ed. Encyclopedia of Careers and Vocational Guidance. Vols. I and II. Garden City, NY: Doubleday, 1967.

6. Movies, available from:

University of Missouri
Film Library
505 E. Stewart Road
Columbia, MO 65211

a. "Finding Your Life Work" 20 minutes
b. "Finding the Right Job" 10 minutes
c. "Job Interview: Whom Would You Hire - Three Young Men" 16 minutes

CAREER AND PERSONAL DEVELOPMENT UNIT

TABLE OF CONTENTS

		PAGE
ACKNOWLEDGMENTS		iii
FOREWORD		v
LESSON 1:	WHAT SHOULD I CONSIDER WHEN MAKING CAREER PLANS?	1
TM-1:	What Work Am I Suited For?	7
TM-2:	Narrowing Down the Job Choice	9
TM-3:	What to Consider in Choosing a Job	11
LESSON 2:	WHERE CAN I FIND INFORMATION ABOUT AVAILABLE JOBS?	13
LESSON 3:	HOW DO I APPLY AND INTERVIEW FOR A JOB?	19
TM-4:	Sample Personal Data Sheet	27
HO-1:	Personal Data Sheet	29
HO-2:	Sample Letter of Application	31
HO-3:	Application Form	33
LESSON 4:	HOW CAN I DEVELOP AS A CONFIDENT, RESPONSIBLE PERSON?	35
TM-5:	Formal Table Setting	43
TM-6:	Formal Table Setting (Key)	45
HO-4:	A Personality Rating Scale	47
HO-5:	Formal Table Setting	43
HO-6:	Grooming Self-Analysis	49
HO-7:	A Voice Development Program	51
LESSON 5:	HOW CAN I DEVELOP BETTER HUMAN RELATIONS?	53
TM-7:	Maslow's Hierarchy of Needs	61
HO-8:	How Do You Get Along With Others?	63

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 1: What should I consider when making career plans?

Objective: On completion of the lesson the student will be able to describe the steps which should be taken in choosing a career and planning for occupational entry and advancement.

Study Questions:

1. Why is a study of career plans important?
2. Why do people work?
3. What steps should be taken when choosing a career?
4. What might be included in a plan for career preparation?

References:

1. Student Reference for Career and Personal Development pp. 1-6.
2. Transparencies:
   a. TM-1: What Work am I Suited For?
   b. TM-2: Narrowing Down the Job Choice
   c. TM-3: What to Consider in Choosing a Job
3. Movie: "Finding Your Life Work" 20 minutes.

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 1: What should I consider when making career plans?

TEACHING PROCEDURES

A. Review a summary of the previous lesson (if applicable)

B. Motivation: Last year we decided that very few, if any, of the decisions one makes during a lifetime are more important than those involving one's career. Do you remember how important a career choice is? What are some of the things about our daily lives that are directly related to the work we do?

We are going to continue our investigation of ways to increase our chances for occupational success this year. The emphasis will be on getting and holding a job. What will those who plan to farm or be otherwise self-employed gain from this?

Today we want to reconsider those career plans you made last year. How many of you have changed your mind about your career choice? How many are more certain than ever that the choice is the right one? How many are still uncertain about your choice?

C. Assignment

D. Supervised study

E. Discussion

1. Discuss with students the importance of studying career plans. Write their ideas on the board.

Why is a study of career plans important?

1) Choosing an occupation has a profound effect upon a person's life and results in various consequences. The occupation you choose may determine:

a) Whether you will be employed or unemployed.
b) Whether you will like or dislike your work.
c) Your friends and associates.
d) Your working conditions.
e) Your place of residence.
f) The amount of leisure time available to you.
g) Your standard of living.
h) Your security during retirement.
i) Your health and happiness.

2. Ask students why they and other people work. As students discuss their reasons for working, list these on the board.

Why do people work?

1) Livelihood
2) Human relationships
3) Personal development
4) Job satisfaction
5) Service
6) Security
7) Success
8) Happiness

3. As students discuss the steps in choosing a career, write these on the board. Use TM-1 as a guide in discussing the students' interests, abilities, and other characteristics. Use TM-2 as a guide to discussing how to narrow the field of jobs in which you are interested to several choices. Use TM-3 when discussing the requirements and other characteristics of jobs.

What steps should be taken when choosing a career?

1) Consider your interests, abilities and other characteristics (TM-1).
2) Narrow the field of jobs in which you are interested to several choices (TM-2).
3) Study the requirements, working conditions, and other characteristics of these jobs (TM-3).
4) Make a choice which matches your personal characteristics with a job.
5) Plan for alternative occupations.
6) Prepare a plan for career preparation.

4. Discuss with students how they might prepare a plan for career preparation and what might be included.

What might be included in a plan for career preparation?

1) Arranging for special courses in high school
2) Obtaining part-time work experience while you are still in high school
3) Planning for additional education beyond high school

F. Other Activities

G. Summary and Conclusions

When making career plans, a student should:

1. Choose an occupation carefully, because that choice will have a profound effect on later life.

2. Consider individual interests, abilities, and other characteristics; then match individual capabilities to a job with those characteristics.

3. Plan for career preparation by arranging for special courses in high school, obtaining work experience, and planning for additional education as needed beyond high school.

H. Answers to Evaluation

The evaluation for this lesson will be given at the end of Lesson 2.

What Work Am I Suited For?

Health

Do I
(1) Have any handicaps?
(2) Work well under pressure?
(3) Have good stamina?

Aptitudes

I am good at

(1)_____

(2)_____

(3)_____

Interests

I like to

(1)_____

(2)_____

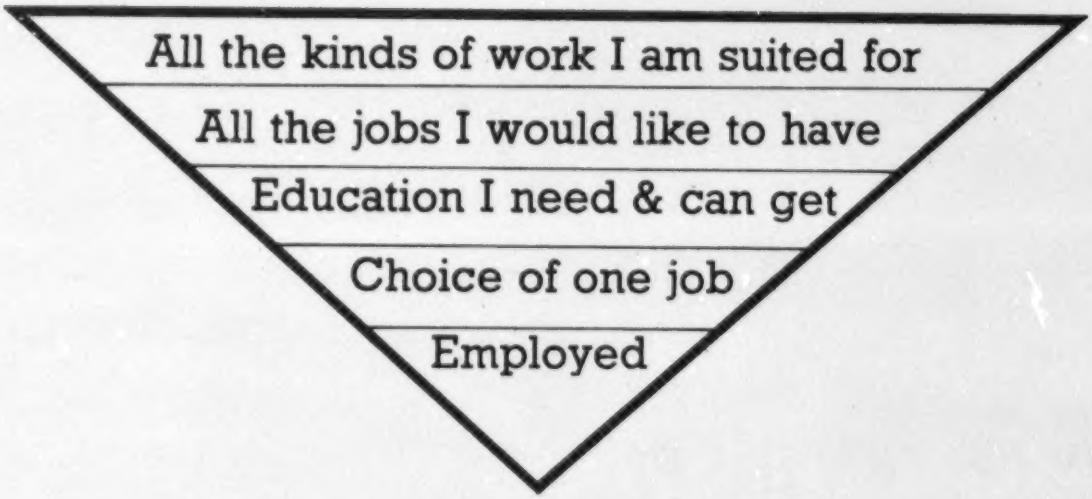
(3)_____

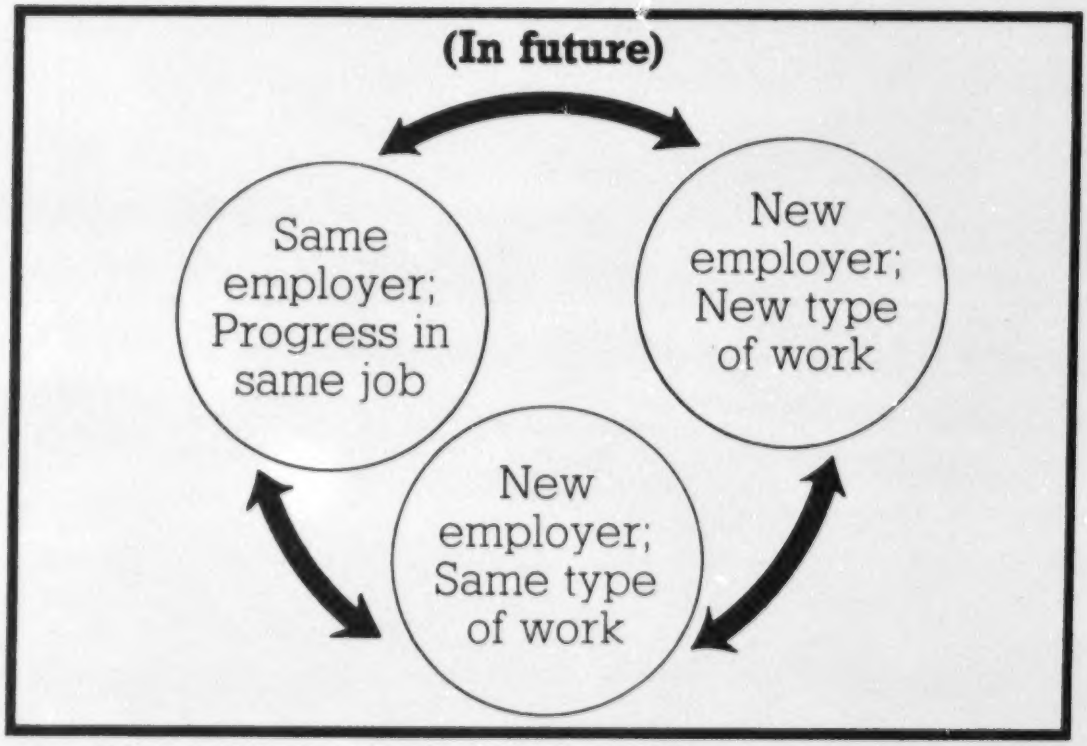
Personality

Do I prefer
(1) Working alone or with other people?
(2) Taking directions or being self-directed?
(3) Doing many things or sticking to one job till it's done?
(4) "Peace and quiet" or lots of excitement?

TM-1

Narrowing Down the Job Choice





A good job choice is based on two things:
My present skills and my future hopes.

What to Consider in Choosing a Job

Chance to learn?
Build reputation?
Promotion policy?

Opportunity

Duties?
Training needed or given?
Help with work problems?

Responsibilities

Lay offs?
Health danger?
Work when older?

Security

Take-home pay?
Gain in net worth?
Regular raises?

Income

Transportation to and from work?
Need to buy tools, uniforms?
Equipment costs?

Expenses

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 2: Where can I find information about available jobs?

Objective: On completion of the lesson the student will be able to describe common sources of job information and develop a plan for finding a job.

Study Questions:

1. What are five possible ways to find information about available jobs?
2. What is the quickest way to determine job availability?
3. What are some employment services (public or private) which can supply job information for our area?

References:

1. Student Reference for Career and Personal Development, pp. 7-8.
2. Movie: "Finding the Right Job" 10 minutes.

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 2: Where can I find information about available jobs?

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation: Consider showing the movie "Finding the Right Job" as an introduction to the next two lessons.

Many of you will be looking for work for the first time this summer. Do you feel confident in your ability to find the best job for you? Who has worked away from home for wages? How did you find your job?

C. Assignment

D. Supervised study

E. Discussion

1. As students discuss possible ways to find information about available jobs, list their ideas on the board. Ask students which sources they feel are best and poorest. Discuss the sources one by one, noting the advantages and disadvantages. Divide the class into 5 groups and have each group brainstorm on how to best use each source of information. Then have each group make a brief presentation of their ideas.

What are five possible ways to find information about available jobs?

1) Direct contact with firm
2) Classified advertisements
3) School placement office
4) Public or private employment services
5) Personal contacts - teachers, parents, friends

2. Discuss with students the quickest procedure in determining job availability

What is the quickest way to determine job availability?

Direct contact with the manager or employment office of a firm is the quickest way to determine job availability.

3. As students discuss the private and public employment services in the community, list these on the board.

What are some employment services (public or private) which can supply job information for our area?

(Answers will vary from community to community.)

F. Other Activities

Other activities appropriate for this lesson would include:

1. Inviting a representative of a public or private employment agency to speak to the class about the services offered by his/her agency and how to use these services.

2. Having each student write a brief plan for locating his/her first (or next) job.

G. Summary and Conclusions

1. Sources of information about available jobs include direct contact with a firm, classified advertisements, the school placement office, public or private employment services, and personal contacts.

2. The quickest way to determine job availability is direct contact with the manager or employment office of a firm.

H. Answers to Evaluation

1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. T
9. T
10. T

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 1: What should I consider when making career plans?

Lesson 2: Where can I find information about available jobs?

EVALUATION

The following statements are either true or false. Circle a "T" if the statement is true; circle an "F" if the statement is false.

T F 1. The occupation you choose may determine your place of residence.

T F 2. Money is the only reason most people work.

T F 3. The question of whether you work well under pressure is an important consideration when choosing a career.

T F 4. When narrowing down the job choice, you should first consider what kinds of work you are suited for.

T F 5. When choosing an occupation, you should also make some plans relating to alternative occupations.

T F 6. The occupation you choose may determine whether you will be employed or unemployed.

T F 7. The quickest way to determine job availability is to read the classified ads in the local newspapers.

T F 8. Personal contacts with teachers, parents and friends can be one possible way of finding information about available jobs.

T F 9. Many people work because their jobs bring them happiness.

T F 10. When preparing a plan for career preparation, a person may need to arrange for special courses in high school.

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 3: How do I apply and interview for a job?

Objective: On completion of the lesson the student will be able to successfully apply and interview for a job.

Study Questions:

1. What steps should I follow when applying for a job?
2. What important information should I include on my personal data sheet?
3. How should I dress for a job interview?
4. What are some good pointers to remember when taking part in a job interview?
5. What are some questions I might be asked during a job interview?
6. What are some types of questions I should ask about the job or the company with which I am interviewing?
7. What should I do after the interview?

References:

1. Student Reference for Career and Personal Development, pp. 9-15.
2. Transparency Master:
   a. TM-4: Sample Personal Data Sheet
3. Handouts:
   a. HO-1: Personal Data Sheet
   b. HO-2: Sample Letter of Application
   c. HO-3: Application Form
4. Movie: "Job Interview: Whom Would You Hire - Three Young Men" 16 minutes.

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 3: How do I apply and interview for a job?

TEACHING PROCEDURES

A. Review the previous lesson

B. Motivation: Have a good student read the section on interview techniques in advance. Plot with the student to make a number of obvious mistakes while you, as the prospective employer, interview the student. The student should play the role of a poorly-informed applicant for a job. See how many mistakes the class can recall.

C. Assignment

D. Supervised study

E. Discussion

1. As students discuss the various steps in applying for a job, list their ideas on the board.

What steps should I follow when applying for a job?

1) Prepare a personal data sheet.
2) Contact the employer.
3) Interview with the employer.
4) Follow up after the interview.

2. Discuss with students the importance and purpose of a personal data sheet. Use TM-4 as an aid. Have students fill out their own personal data sheets using HO-1.

What important information should I include on my personal data sheet?

1) Present address and telephone number
2) Personal information
3) Educational background
4) Activities
5) Work experience
6) References

3. Ask the students how they should dress for a job interview.

How should I dress for a job interview?

1) Be neat and clean.
2) Harmonize the colors of your clothes.
3) Dress appropriately for the occasion.
4) Dress so that your appearance is an asset to you.

4. Consider showing the film "Job Interview - Three Young Men" to introduce this discussion. Discuss in detail the correct procedures for taking part in a job interview. Practice interviewing several students. Use audio or videotape recorders if equipment is available. Let the class discuss the interview; then play it back to confirm any errors. Even better, have an experienced personnel officer conduct the interviews.

What are some good pointers to remember when taking part in a job interview?

1) Be prompt for the interview.
2) Be courteous.
3) Let the interviewer take the lead in the conversation.
4) Answer all questions completely and truthfully.
5) Express yourself as clearly as possible.
6) Speak well of former employers and associates.
7) Be positive.
8) Watch for a sign that the interview is over.
9) Thank the interviewer for his or her time.
10) Leave promptly.

5. Ask the students for examples of questions they might be asked during a job interview.

What are some questions I might be asked during a job interview?

(Answers could include any of the 30 sample questions included in the student reference.)

6. Ask the students for examples of the types of questions they should ask during a job interview.

What are some types of questions I should ask about the job or the company with which I am interviewing?

1) Fringe benefits
2) Chances for advancement
3) Training opportunities

7. Ask the students what they should do after the interview.

What should I do after the interview?

1) If offered a job after the interview, you can ask for a few days to consider the offer.
2) Write the interviewer a short thank-you letter that restates your interest in the job and offers more information if it is needed.
3) If you don't hear from the interviewer within a reasonable time, you may call and ask about the outcome of the interview.

F. Other Activities

Some other activities appropriate for this lesson include:

1. Some situations will require a job applicant to write a letter of application. Discuss this type of letter using HO-2 as a guide. Have each student prepare a job application letter.

2. Discuss with students the difference between a personal data sheet and an application form. Using HO-3 have each student fill out this sample application form. Bring some other application forms used by local employers to the class. If needed have students fill out some of these forms. Project some of the completed forms on the screen for discussion. Agree on guidelines for completing application forms.

G. Summary and Conclusions

To successfully apply and interview for a job, students should:

1. Prepare a personal data sheet (resume).
2. Contact the employer to set up an appointment for the interview.
3. Dress neatly and appropriately for the interview.
4. Prepare answers to anticipated questions.
5. Be truthful and complete when answering questions.
6. Follow up the interview.

H. Answers to Evaluation

1. F
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. T

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 3: How do I apply and interview for a job?

EVALUATION

The following statements are either true or false. Circle a "T" if the statement is true; circle an "F" if the statement is false.

T F 1. The first step in applying for a job is interviewing with the employer.

T F 2. Many employers ask for personal data sheets first and then select the persons to interview on the basis of the most promising sheets.

T F 3. An employer usually won't care if you speak poorly of your former employers and associates.

T F 4. Even though you are nervous, don't smoke, chew gum or squirm in your chair during an interview.

T F 5. An employer is concerned about hiring a good worker and therefore will usually overlook poor personal appearance during the interview.

T F 6. To show your enthusiasm in an interview, always take the lead in the conversation.

T F 7. Poor school records, bad grades and too many absences or tardies may keep you from getting the job you want.

T F 8. An interviewer may ask you questions about yourself, your job training and the job for which you are applying.

T F 9. It is considered improper to ask the interviewer any questions during a job interview.

T F 10. After the interview a short thank-you letter should be sent to the interviewer restating your interest in the job.

Sample Personal Data Sheet

Name: Dan Jones

Address: 506 Waterloo Drive
Anytown, U.S.A.

Telephone: 314/886-5987

Education: High School

Age:	19	**Date of birth:**	May 27, 1963
Weight:	150	**Marital status:**	Single
Height:	5' 7"	**Health:**	Excellent

Subjects Studied: Agriculture, English, math, science

Student Activities: Football, basketball, FFA state officer

Special Skills: Welder

Work Experiences: Hay hauler,
worked two summers as an assistant partsman for Ace Tractor Agencies

References: Mr. Bob Black, Manager
Ace Tractor Agencies

Ms. Susan Jones, Math Instructor
Blackburn High School

HO-1

Personal Data Sheet

Name: _____

Address: _____

_____

_____

Telephone: _____

Education: _____

_____

Age: _____ Health: _____

Weight: _____ Marital Status: _____

Height: _____ Date of Birth: _____

Subjects Studied: _____

_____

Student Activities: _____

_____

Special Skills: _____

_____

Work Experience: _____

_____

_____

References: _____

_____

_____

SAMPLE LETTER OF APPLICATION

1605 West Union
Columbia, MO 65201
October 18, 19--

Mrs. Roberta Slaughter
Personnel Manager
Slaughter Meatpacking Company
113 Main
Columbia, MO 65201

Dear Mrs. Slaughter:

Please consider me for the meat cutter position which you advertised in the Columbia Tribune on October 1, 19--.

The skills I have learned in my high school vocational agriculture courses should qualify me for this position.

This fall I will be enrolled in the Vocational Agriculture program at Hickman High School. I feel that the experiences gained in this program will help me to be a valuable addition to your firm. Mr. Ted Nichols is my teacher-coordinator. I have been employed as a part-time meat cutter for two grocery stores. I have also been involved in a meats judging team for three years. A more complete description of my qualifications is given on the enclosed resume.

May I come for an interview at your convenience anytime after school? I can be reached by phone at 445-4598 after 3:15 p.m. or by mail at the address given above.

Sincerely yours,

Jim Johnson

Enclosure

Application Form

HO-3

Employment Application

Personal Data

Name_____ Soc. Sec. No._____ Date of Birth_____
Address_____ City_____ State_____
How long at the above address?_____ Phone No._____
Last Previous Address_____ City_____ State_____
Height_____ Weight_____ Maiden Name_____ Husband/Wife's Name_____
Husband/Wife's Occupation_____ Where employed?_____
How long?_____ No. of Dependents_____ Children's Ages_____
Relationship of others_____ Single_____ Married_____
How long have you lived in this state?_____ City_____
Who should be notified in case of emergency? Name_____
Relationship_____ Address_____
City_____ State_____ Phone No._____
Do you own a car?_____
Any felony convictions? If "yes" explain_____
Have you ever been bonded?_____ Have you ever been refused bond?_____

Name_____ Term_____
Hired_____ Reason_____
Location_____ Rehire_____

Health

What is the present condition of your health?_____ Date last physical_____
[illegible] any illnesses in the past year_____
[illegible]ou have any physical defects?_____ Explain_____

Military Service

Yes_____ No_____ Branch_____ Dates: From_____ To_____
Rating upon discharge_____
Type of Discharge: Honorable_____ Medical_____ Other_____
Are you a member of the National Guard?_____ Reserve_____ Active_____
Is yearly active duty required?_____ How long?_____ Approximately when?_____
What is your present draft status?_____

Education (Circle Last Year Completed)

	Name	Highest Year Completed	From	To	Major Subjects
Elementary School		1 2 3 4 5 6 7 8			
High School		9 10 11 12			
College		1 2 3 4 5 6			
[illegible]		How long?			
Other		How long?			

HO-3 (cont.)

Position Requested _____ Full Time _____ Part Time _____ Hours _____
Second choice _____ Salary expected _____
If selected when would you be available for work? _____
You are not required to give any information on this form if such is prohibited by law.

References (Do not use relatives or former employers)

	Name	Address	Occupation
1.			
2.			

Employment History (Start with Most Recent Employment)

	Time Employed			Salary		
Name and Address	From	To	Position	Start	Leaving	Supervisor
(1)						
Phone No.	Reason for Leaving					
(2)						
Phone No.	Reason for Leaving					
(3)						
Phone No.	Reason for Leaving					
(4)						
Phone No.	Reason for Leaving					

Date _____ 19 _____ Signature _____

Do Not Write Below This Line

Interviewed by: _____ Date _____
Remarks _____

Appearance: _____ Attitude: _____ Stability: _____

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 4: How can I develop as a confident, responsible person?

Objective: On completion of the lesson, the student will be able to describe the characteristics needed to develop a desirable personality.

Study Questions:

1. What personal characteristics do employers look for in people they hire?
2. Why should social skills be important to me as a person and as a leader?
3. In what situations are good manners especially important?
4. What are some judgments people might make about me based on my personal appearance, hygiene, and voice?
5. What are some good citizenship practices that will help me develop as a leader?

References:

1. Student Reference for Career and Personal Development, pp. 17-25.
2. Transparencies
   a. TM-5: Formal Table Setting
   b. TM-6: Formal Table Setting (Key)
3. Handouts
   a. HO-4: A Personality Rating Scale
   c. HO-5: Formal Table Setting
   d. HO-6: Grooming Self-Analysis
   e. HO-7: A Voice Development Program

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 4: How can I develop as a confident, responsible person?

TEACHING PROCEDURES

A. Review of the previous lesson

B. Motivation: Use handout HO-6 "A Personality Rating Scale" as an introduction to this lesson. You must develop first as a confident, responsible person before you can become a confident, responsible leader. Discuss this statement and how it affects each one of the students. Ask the students what they feel are desirable personal characteristics.

C. Assignment

D. Supervised study

E. Discussion

1. Ask student what personal characteristics employers look for. List their ideas on the board.

   What personal characteristics do employers look for in people they hire?

   1) Initiative - ability to start an action and keep it going
   2) Involvement - using your time productively to get the most accomplished
   3) Integrity - means you can be trusted and depended on
   4) A positive image - the way you want others to see you
   5) Improvement - accepting criticism and therefore profiting from mistakes
   6) Cooperation - ability to work with others

2. Ask students why social skills are important.

   Why should social skills be important to me as a person and as a leader?

   1) They are based on consideration for others.
   2) They influence the impression you make on others.
   3) They help others to be comfortable with you.

3. Write the general areas where good manners are important on the chalkboard. Ask the students for examples of appropriate behavior under each one. Show TM-5 to the students. Hand out HO-5 to the students. Have the students identify on HO-5 the parts of the place setting. Use TM-6 as a key to ensure that the students have the correct answers. Ask the students which pieces of silverware to use for different situations through the meal.

In what situations are good manners especially important?

1) Good manners in travel

a) Plan ahead - make reservations early.
b) Arrive at the station or airport with plenty of time to spare.
c) When using public transportation, board vehicle quietly and quickly without crowding.
d) Keep your seat area clean.
e) If you must leave your seat, excuse yourself.
f) Allow plenty of time when driving.
g) If you are going to be late, call ahead to let those meeting you know.
h) Thank people who serve you, verbally and by tip when customary.
i) Fill out motel registration forms completely and let the front desk know when you are getting ready to leave so they can prepare the bill in advance.

2) Good manners in restaurants

a) Find out if reservations are needed and make them.
b) Wait quietly for the headwaiter or hostess to show you to your table.
c) Older persons should be seated first.
d) If they are desired, request separate checks before ordering.
e) Place order quietly and do not change your mind.
f) Express thanks for courtesies and services you receive.
g) If dissatisfied, whisper your comments to the person serving you.
h) Tip 10 to 15 percent of the check.

3) Good manners at the table

a) If in doubt as to what is proper, follow the lead of the host or hostess.
b) Begin by using silverware from outside when faced with formal setting. (TM-5, TM-6, HO-5)
c) Unfold the napkin and place it on the lap so that the unused hand rests on it.
d) Be quiet, inconspicuous, and choose small portions.
e) Keep dishes neat and do not mix foods together on your plate.
f) Break bread in half and butter one piece at a time.
g) Cut meat into one or two pieces at a time.
h) After using knife place it on the edge of plate and not bridged to table.
i) Do not rest your elbows on the table, except between courses.
j) Talk only when your mouth is clear of food.
k) Remove bones and pits from mouth with thumb and forefinger, using your napkin, and place them on the side of your plate.
l) Dab lips with the napkin before drinking from a glass or cup.
m) Do not blow on soup or drink it directly from bowl.

n) Eat salad with fork and cut lettuce with knife.
o) Eat bacon with fingers if crisp; if not crisp, use fork.
p) Hold corn on cob firmly with both hands.
q) When eating spaghetti, use a fork in right hand to twirl against a spoon in left hand.
r) Cut steak into small, bite-sized portions, one or two bites at a time.
s) Use fingers to eat olives, celery, fresh fruits, and pickles.

4) General courtesies

a) Use a firm handshake.
b) Learn how to remember names by repeating the name in your mind during and after the introduction and also by using the person's name in conversation.
c) Stand when someone is introduced to you, if appropriate.
d) Consider other people's feelings as you want your own considered.

4. Ask the students what judgments people make about others on the basis of personal appearance, hygiene, and voice. Hand out HO-6 and HO-7 to the students for self-analysis. Ask the students how various items on the handouts affect people's impressions of others.

What are some judgments people might make about me based on my pesonal appearance, hygiene, and voice?

1) A good first impression will help your employability.
2) Poor grooming may lead people to think that you probably have a low opinion of yourself and the others present.
3) If you are well groomed, you will convey to other people an impression of health, vitality, and interest.
4) A pleasant speaking voice helps to create a positive impression.

5. Ask the students for some good citizenship practices that will help them to develop as leaders. List student ideas on the board.

What are some good citizenship practices that will help me develop as a leader?

1) Take an active role in the democracy.
2) Respect the rights of others by obeying laws and showing respect for other people's property, for personal religious beliefs, for state and national symbols, and for the environment.
3) Make a contribution to the local area, state, or nation.

F. Other Activities

Another activity especially appropriate for this lesson is to have students role play to demonstrate good social skills and poor social skills, including good manners in travel, restaurants, and table manners.

G. Summary and Conclusions

Students can develop as confident, responsible persons by:

1. developing initiative, involvement, integrity, a positive image, improvement, and the ability to cooperate with others.
2. developing good social skills.
3. practicing good grooming and personal hygiene.
4. becoming an active citizen.

H. Answers to Evaluation

1. e
2. d
3. a
4. c
5. T
6. F
7. F
8. F
9. T
10. F

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 4: How can I develop as a confident, responsible person?

EVALUATION

Listed below are four personal characteristics which employers look for in people they hire. On the right side are some definitions. Match the correct definition to the characteristic.

____ 1.	Integrity	a.	The way you want others to see you
____ 2.	Improvement	b.	Using your time productively to get the most accomplished
____ 3.	Positive image	c.	The ability to start an action and keep it going
____ 4.	Initiative	d.	Accepting criticism and therefore profiting from mistakes
		e.	Being trustworthy and dependable
		f.	Ability to work with others

The following statements are either true or false. Circle a "T" if the statement is true: circle an "F" if the statement is false.

T F 5. A complete knowledge of good manners, which are socially acceptable ways of acting, ensures that you know what to do in social situations.

T F 6. A tip of 5-7 percent of the check is sufficient for person serving you in a restaurant.

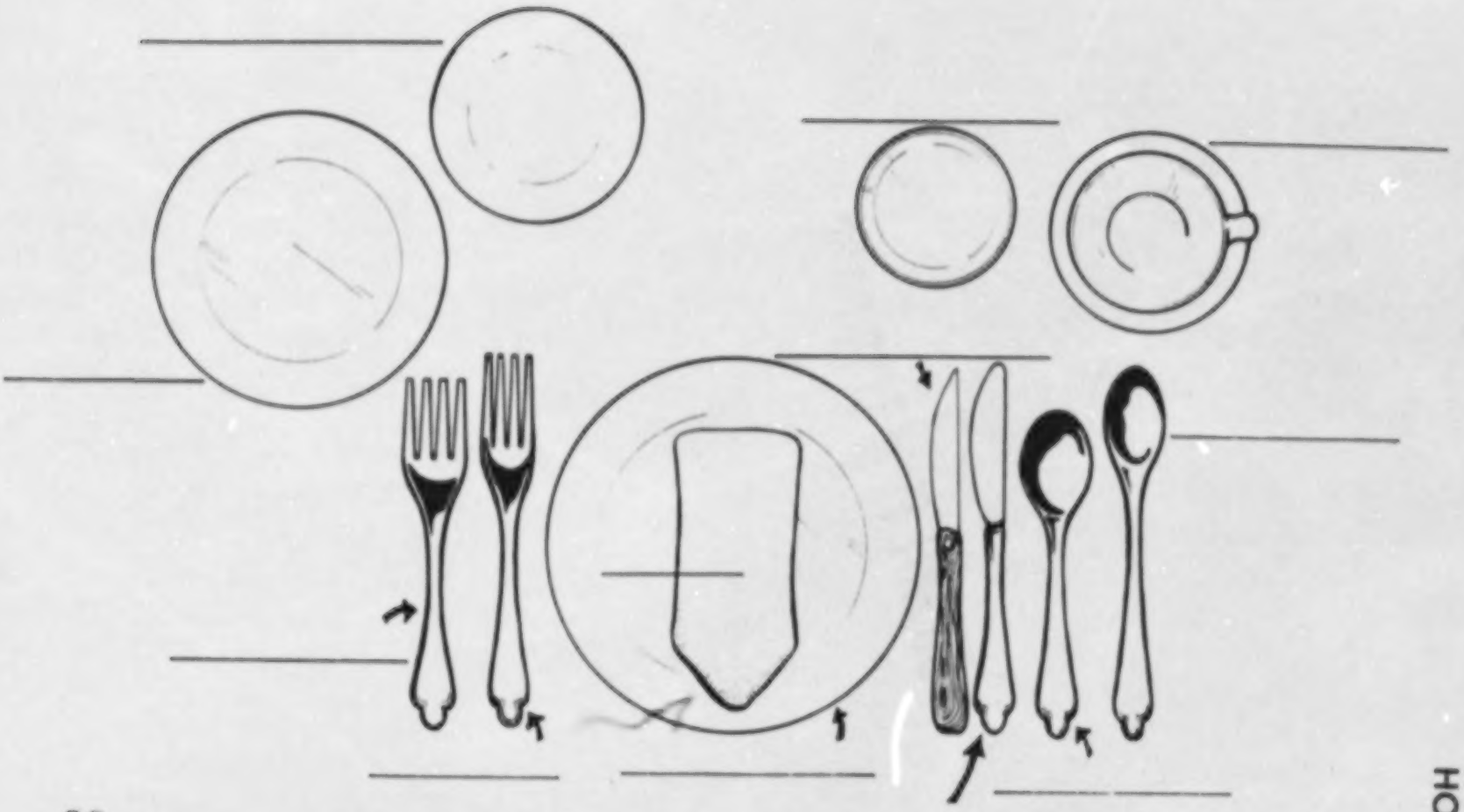
T F 7. When faced with a formal setting of silverware, begin by using the pieces on the inside, next to the plate.

T F 8. A person should never stand when someone is introduced to them.

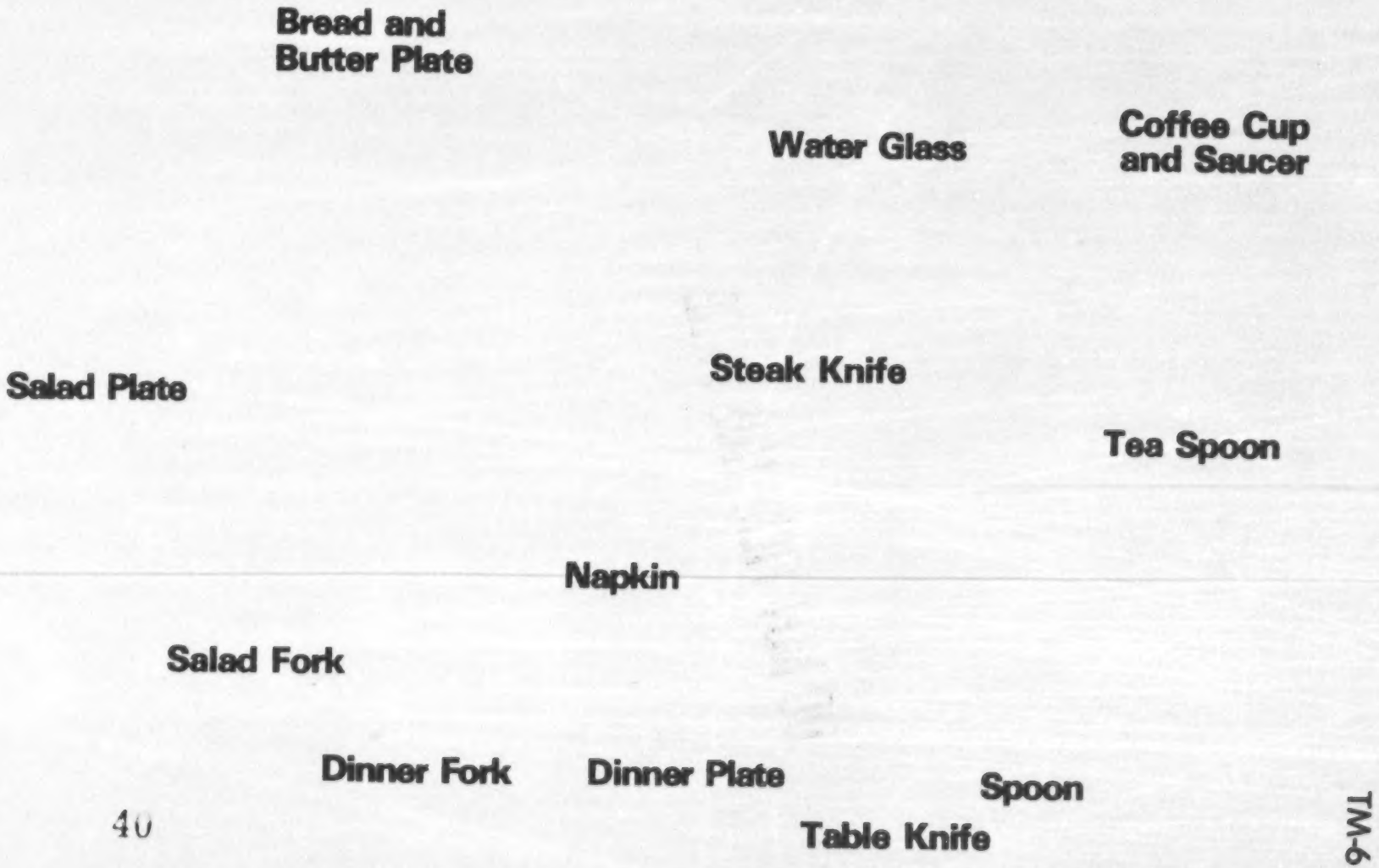
T F 9. If you are poorly groomed, people may think that you probably have a low opinion of yourself and the others present.

T F 10. A weak handshake is thought to be a sign of consideration.

Formal Table Setting



Key


Bread and
Butter Plate
Water Glass
Coffee Cup
and Saucer
Steak Knife
Salad Plate
Tea Spoon
Napkin
Salad Fork
Dinner Fork
Dinner Plate
Spoon
Table Knife

A Personality Rating Scale

Directions: Give yourself a score of **two** for each question in bold print which can be answered "yes"; a score of **one** for all other questions which can be answered "yes"; and a **zero** for all questions that you answer "no."

I. Appearance

_____ 1. **Do you maintain a good posture at all times?**
_____ 2. **Are you and your clothes always neat and clean?**
_____ 3. Are your eyes clear and bright?
_____ 4. Does your hair have some natural luster?
_____ 5. Are your muscles firm and your body free from excess fat?
_____ 6. Do you maintain the proper weight for your age and height?
_____ 7. Are your clothes in good taste?
_____ 8. Are you always well-groomed?
_____ 9. Are you cheerful most of the time?
_____ 10. Do you smile often?

II. Agreeableness

_____ 1. **Do you avoid arguments?**
_____ 2. **Do you avoid making fun of others?**
_____ 3. **Do you keep out of other people's business?**
_____ 4. **Do you take a genuine interest in others?**
_____ 5. Do you aim at cooperation in all things?
_____ 6. Do you avoid carrying tales and gossiping about others?
_____ 7. Do you try to see the other person's point of view?
_____ 8. Do you refrain from telling others what you think of them?
_____ 9. Do you avoid finding fault with everyday things?
_____ 10. Do you keep your personal troubles to yourself?

III. Manners

_____ 1. **Are you appreciative for things people do for you and thank them?**
_____ 2. **Do you congratulate your friends upon their achievements?**
_____ 3. **Do you learn, remember, and use the names of the people you meet?**
_____ 4. Are you always considerate of others?
_____ 5. Do you always think about the rights of others before you think of your own?
_____ 6. Do you always show respect for everyone regardless of position?
_____ 7. Do you think about others on special occasions like birthdays and in sorrow and happiness and send them some expression of your thoughts?
_____ 8. Do you often do some deed in which you take justifiable pride?
_____ 9. Do you help persons less fortunate than yourself?
_____ 10. Do you know the rules of etiquette and observe them?

IV. Interests

_____ 1. **Are you skilled in any games or sport?**
_____ 2. **Do you belong to two or more organizations?**
_____ 3. Do you have a hobby?
_____ 4. Can you play some musical instrument?
_____ 5. Can you recognize the name of two or more popular songs?
_____ 6. Do you "know" leading TV personalities?
_____ 7. Do you subscribe to and read at least one magazine?
_____ 8. Do you read a newspaper each day?
_____ 9. Do you make an effort to meet new people and make friends?
_____ 10. Have you supported the athletic teams in your school?

42

HO-4 (cont.)

V. Temperament

_____ **1. Do you control your temper?**
_____ **2. Do you often feel enthusiastic about something you wish to do?**
_____ 3. Do you avoid worry?
_____ 4. Can you throw off discouragement?
_____ 5. Are you able to make decisions about everyday things easily?
_____ 6. Are you able to interest yourself in details?
_____ 7. Are you careful not to hold grudges against people?
_____ 8. Do you seek advice from others?
_____ 9. Do you usually look on the bright side of situations?
_____ 10. Are you able to work cooperatively with others?

VI. Expression

_____ **1. Do you have a good vocabulary and pronounce the words you use correctly?**
_____ **2. Can you carry on an impersonal conversation dealing with the interests of those with whom you talk?**
_____ 3. Do you have a pleasant speaking voice?
_____ 4. Do you use correct language?
_____ 5. Do you avoid the use of slang and profanity?

VII. Intelligence

_____ **1. Do you listen attentively to what people say - without interrupting them?**
_____ **2. Do you keep informed about current events, your work, and popular subjects by reading and studying?**
_____ 3. Do you have a good memory?
_____ 4. Are you free from superstitions?
_____ 5. Do you observe closely what is going on around you and understand its significance?

VIII. Self-Confidence

_____ **1. Do you seek opportunities to meet those above you?**
_____ **2. Do you give credit to others for what they do, rather than seeking credit for yourself?**
_____ 3. Do you have confidence in your own opinions?
_____ 4. Are you able to act naturally under all circumstances?
_____ 5. Do you avoid criticizing others?

IX. Dependability

_____ **1. Are you absolutely honest in all things?**
_____ **2. Are you free from bad habits which will impede your progress?**
_____ 3. Are you willing to accept responsibility?
_____ 4. Do you discharge your duties promptly and efficiently and with little or no supervision?
_____ 5. Do you finish the things you start?

X. Loyalty

_____ **1. Can you be depended upon to keep your promises?**
_____ **2. Do you make your interests those of your friends and associates?**
_____ 3. Do you take a personal interest in the welfare of your friends and associates?
_____ 4. Can you keep your interests with those of your friends and associates?
_____ 5. Do you defend from unjust criticism the persons and things with which you identify?

TOTAL POINTS

The top score possible on this rating scale is 100. If you scored 80 or above, you probably have a "Pleasing" or "Outstanding" personality. If you scored less than 80, you can probably improve you personality by giving thought to each question which you answered with a "no."

(Adapted from **Your Personality and Your Job**, by Paul W. Chapman, SRA Guidance Series.)

Grooming Self-Analysis

Directions: Rate yourself on each of the following questions. Use 6-Always, 4-Usually, 2-Occasionally, and 0-Never as the scale of measurement. When you have completed the evaluation, total your score and compare your score to the rating scale provided on this page.

	QUESTIONS	RATING
1.	Do you take a bath or shower daily?	_____
2.	Do you use an *effective* deodorant or antiperspirant daily?	_____
3.	Do you use a foot spray or powder daily?	_____
4.	Do you shave as often as needed?	_____
5.	Do you put on clean undergarments daily?	_____
6.	Do you put on clean hosiery or socks daily?	_____
7.	Do you clean your face thoroughly at least twice a day (or more if skin is oily)?	_____
8.	Do you push cuticles back as you dry hands and feet after bathing?	_____
9.	Do you use hand cream when your hands look chapped or rough?	_____
10.	Do you check fingernails daily and repair as necessary?	_____
11.	Do you wash and style your hair as often as needed?	_____
12.	Do you brush your hair vigorously every day?	_____
13.	Do you have your hair cut or trimmed regularly?	_____
14.	Do you use a dandruff shampoo and/or rinses and conditioners as needed?	_____
15.	Do you brush your teeth at least twice daily?	_____
16.	Do you use a mouthwash daily?	_____
17.	Do you get enough sleep and rest so that you feel refreshed?	_____
18.	Do you take a look at yourself in a full-length mirror before leaving the house?	_____
19.	Do you take a few minutes during the day to check your appearance and comb your hair?	_____

Check Your Rating

100 to 114: You take pride in your appearance.
86 to 99: You'd probably pass inspection.
73 to 85: You're not really trying.
less than 73: Your best friend won't even tell you!

Adapted from AGRICULTURE SALES AND SERVICES by Robert Carlile, Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri 65211.

HO-7

A Voice Development Program

You can train your voice to be pleasing to hear, but a good speaking voice does not develop overnight. Some basic rules must be followed and practiced constantly. These suggestions will help.

A. *Listen to your voice.* The best way to do this is to make a tape recording of your voice and study it.

B. *Learn to relax.* Practice relaxing your whole body. Breathe deeply. You will find that you speak more easily when relaxed in this way.

C. *Read aloud as much as possible.* Allow your voice to express the thought and feeling of the words as you read. This will help you to put feeling into your conversation, and people will be more inclined to listen to, and be impressed by, what you have to say.

D. *Read and study good books on speech,* if you are a more involved student of speech. Certain local organizations, such as the Toastmasters' Club, do a great deal of work on this subject.

E. *Get the opinion of others.* A Voice Personality Rating Scale is provided to help you discover what others think about your voice. Follow scoring instructions to determine your need.

Voice Personality Rating Scale

	Negative Score	Yes	Sometimes	No	Score
1.	Voice is too high or shrill	_____	_____	_____	_____
2.	Talks too loudly or noisily	_____	_____	_____	_____
3.	Tones are muffled and indistinct	_____	_____	_____	_____
4.	Voice has a nasal twang	_____	_____	_____	_____
5.	Speech is artificial and affected	_____	_____	_____	_____
6.	Hesitates, stammers, or stutters	_____	_____	_____	_____
7.	Has the "uh" habit	_____	_____	_____	_____
8.	Has a whining voice	_____	_____	_____	_____
9.	Has a domineering, dictatorial tone of voice	_____	_____	_____	_____
10.	Speech is jerky	_____	_____	_____	_____
11.	Talks too fast	_____	_____	_____	_____
12.	Has tendency to choke off vowel sounds	_____	_____	_____	_____
13.	Skips over consonants (lazy speech)	_____	_____	_____	_____
14.	Commonly mispronounces words	_____	_____	_____	_____
15.	Runs words together	_____	_____	_____	_____
16.	Voice is monotonous	_____	_____	_____	_____
17.	Has a breathy type of voice	_____	_____	_____	_____
18.	Voice fades out at end of sentence	_____	_____	_____	_____
19.	Voice is flat, dull, colorless	_____	_____	_____	_____
20.	Laugh is unpleasant	_____	_____	_____	_____

Total Score _____

Key to Negative Voice Score:

If the answer to a question is "yes," give yourself 5 points. If the answer is "sometimes," give yourself 2 points. If the answer is "no," give yourself 0 points. Notice that the lower the numerical score, the fewer voice faults you have.

0 to 10——Excellent
11 to 20——Good
21 to 30——Fair
31 to 40——Unsatisfactory

	Positive Score	Yes	Sometimes	No	Score
1.	Speaks fluently				
2.	Is pleasant to hear				
3.	Is easily understood				
4.	Has cordial and friendly tone				
5.	Voice is free from monotone				
6.	Pronounces every word and syllable				
7.	Voice is resonant				
8.	Has a melodious voice				
9.	Voice is natural and unaffected				
10.	Has a forceful voice				
11.	Has good level pitch in voice				
12.	Tones are clear				
13.	Voice rises and falls naturally				
14.	Maintains a normal rate of speed				
15.	Correctly pronounces each word				
16.	Controls voice at all times				
17.	Emphasized the thought rather than the words				
18.	Speech is free from colloquialisms				
19.	Has a broad vocabulary				
20.	Has agreeable laugh				

Total Score _____

Key to Positive Voice Score:

If the answer to a question is "yes", give yourself 5 points. If the answer is "sometimes ", give yourself 2 points. If the answer is "no," give yourself 0 points.

90 to 100--------Excellent, a rare score
80 to 89---------Good
70 to 79---------Fair
Below 70--------Unsatisfactory

Adapted from AGRICULTURE SALES AND SERVICES by Robert Carlile, Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri 65211.

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 5: How can I develop better human relations?

Objective: On completion of the lesson the student will be able to describe the importance and process of developing better human relations.

Study Questions:

1. What are human relations and why is it so important to improve these?
2. What three basic goals help to develop better human relations?
3. What can I do that will help me get along better with others?
4. What human needs are basic to all individuals?
5. What do we mean by stereotype? by prejudice?
6. How can I deal with my own prejudice against others and prejudice directed against me?

References:

1. Student Reference for Career and Personal Development, pp. 27-32.
2. Transparency Master
   a. TM-7: Maslow's Hierarchy of Needs
3. Handouts
   a. HO-8: How Do You Get Along With Others?

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 5: How can I develop better human relations?

TEACHING PROCEDURES

A. Review of the previous lesson

B. Motivation: What does it mean to get along with people? Have you met someone you liked immediately, but then later you found you would rather not be around that person? Frequently, when employers are asked what they want in a prospective employee, they rank ability to perform needed tasks behind several personality traits which affect how well the worker will adjust to superiors and fellow employees. There are many things we need to understand before we can expect to maintain good relationships over a long period of time.

C. Assignment

D. Supervised study

E. Discussion

1. Discuss with students what human relations are and their importance.

What are human relations and why is it so important to improve these?

1) Human relations deal with how you get along with others
2) It is important to improve human relations because:

   a) The quality of your human relations determines the quality of your life
   b) They help you get and keep a job

2. While students discuss the three basic goals in developing good human relations, list these on the board.

What three basic goals help to develop better human relations?

1) Promoting cooperation
2) Creating a desire to work
3) Promoting satisfaction with a situation

3. Introduce discussion on this question by giving the self-test in HO-8, "How Do You Get Along With Others?" Discuss practices that will help students get along better with people. Write student suggestions on the board.

What can I do that will help me get along better with others?

1) Answers to HO-8:
   (1) a
   (2) c
   (3) a
   (4) c
   (5) c
   (6) b
   (7) a
   (8) b
   (9) b
   (10) a
2) Practices that will help students get along better with people
   a) Think before you speak
   b) Praise a job well done
   c) Be interested in others
   d) Be cheerful and pleasant
   e) Let your strong points speak for themselves
   f) Consider others' feelings
   g) Keep your promises
   h) Do not demand praise
   i) Do not take comments or criticisms personally

4. Show TM-7 to the students. Ask the students to give examples of the basic human needs. Ask the students how an understanding of others' needs will help to improve human relations.

What human needs are basic to all individuals?

1) Maslow's "Hierarchy of Needs" (Listed in the order in which they must be satisfied.)
   a) Survival
   b) Security
   c) Love and approval
   d) Respect
   e) Doing your best (self-realization)
2) Understanding human needs will help you to understanding people
   a) Their wants and needs
   b) Why they act the way they do
   c) What they want from you

5. Ask the students what we mean by stereotype and what prejudice is. Ask the students for some examples of each.

What do we mean by stereotype? by prejudice?

1) A stereotype is a blanket judgment about classes of people.

2) Prejudice is prejudging people before you know them. It is usually a way of putting people down.

6. Ask the students how they should deal with their own prejudices against others and how to deal with prejudice directed against them.

How can I deal with my own prejudices against others and prejudice directed against me?

1) Dealing with my own prejudices
   a) Think of all people as individuals with special needs, not as members of a certain group.
   b) Realize that those other people have needs just as you do.
   c) Treat that person just as you would everybody else.
   d) Do not bend over backwards.
2) Dealing with prejudice against yourself
   a) Do not become defensive, but do not overreact.
   b) Try to solve the problem one-on-one first.
   c) If faced with discrimination on the job, the company may have a grievance procedure to follow.

F. Other Activities

G. Summary and Conclusions

To develop better human relations, students should:

1. Promote cooperation, create a desire to work, and promote satisfaction with a situation.
2. Be sensitive to the needs and wants of others.
3. Avoid stereotypes and prejudice.

H. Answers to Evaluation

1. Work, satisfaction
2. Stereotypes
3. Prejudice
4. Human relations
5. 3
   1
   4
   5
   2
6. T
7. T
8. T
9. T
10. T

UNIT - CAREER AND PERSONAL DEVELOPMENT

Lesson 5: How can I develop better human relations?

EVALUATION

Fill in the blanks with the correct answer.

1. Three basic goals to help develop good human relations are to promote cooperation, to create a desire to _____, and to promote _____.

2. Blanket judgments about classes of people are called _____.

3. _____ means prejudging people before you know them.

4. _____ _____ deal with how you get along with people.

5. Below is a list of Maslow's Hierarchy of Needs. Number them, beginning with one, in the order in which they must be satisfied.

   ____ Love and approval
   ____ Survival
   ____ Respect
   ____ Self-realization
   ____ Security

The following statements are either true or false. Circle a "T" if the statement is true; circle an "F" if the statement is false.

T F 6. The quality of your human relations determines the quality of your life.

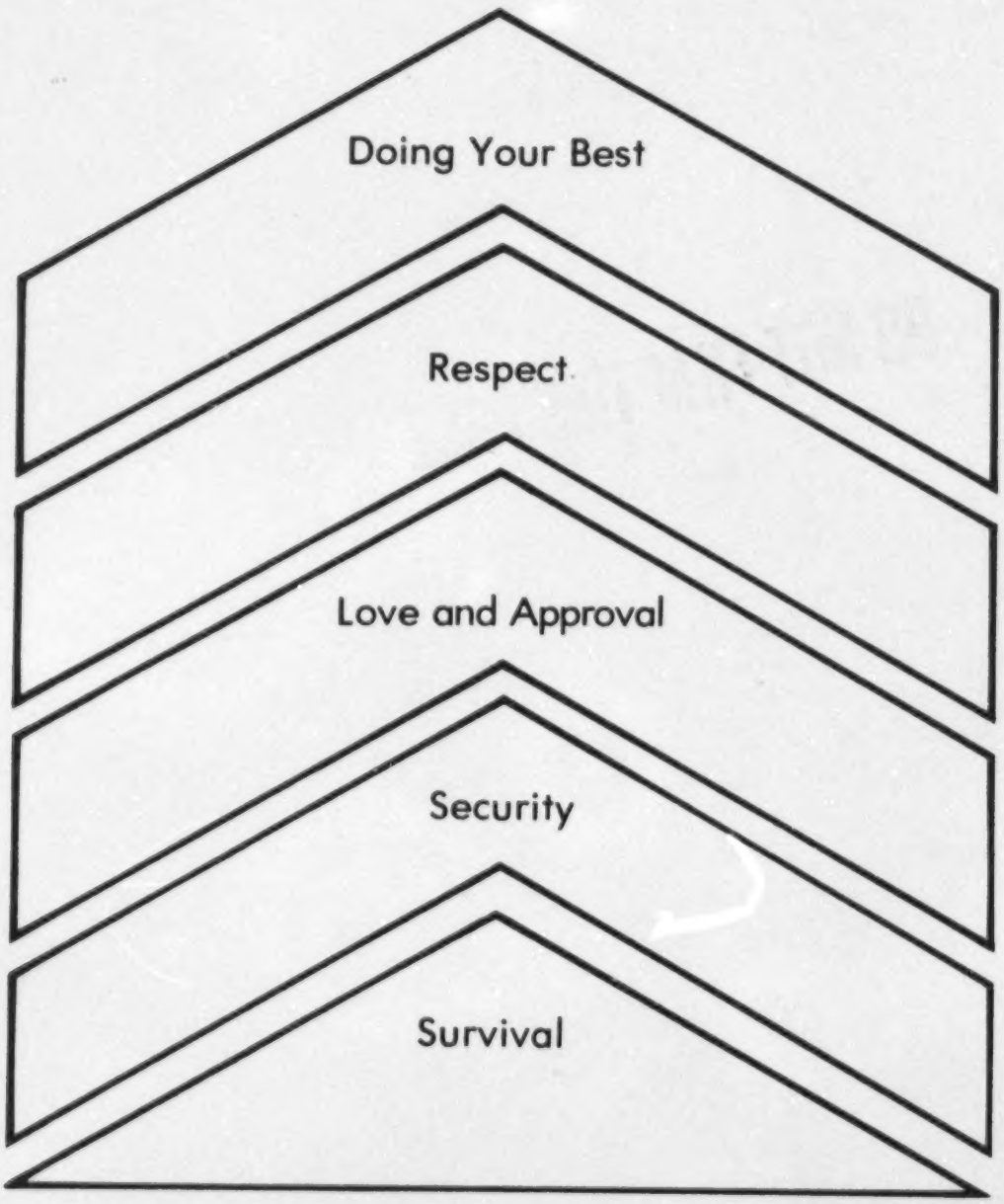
T F 7. Praising others for a job well done almost always improves your human relations.

T F 8. In Maslow's Hierarchy of Needs, self-realization means doing your best.

T F 9. When dealing with our own prejudice against others, we should think of people as individuals with special needs, not as members of a certain group.

T F 10. Developing good human relations should help you get and keep a job.

Maslow's Hierarchy of Needs



How Do You Get Along With Others?

A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing. Select the best response for each item.

_____ 1. You meet a person that you immediately do not like. You would:

a. Try to find a topic of conversation of common interest.
b. Avoid the person.
c. Try to put the person in his or her place.

_____ 2. You are offered a job for which you are not fitted. You would:

a. Try to bluff through it.
b. Refuse to try.
c. Admit your inadequacy and offer to learn on the job.

_____ 3. When dealing with people such as sales clerks, restaurant help, etc., you:

a. Usually smile and say something pleasant.
b. Are nice if they are pleasant to you.
c. Treat them impersonally.

_____ 4. You have been overcharged in a store. You would:

a. Pay the bill without saying anything.
b. Tell the clerk that you have been cheated.
c. Ask the clerk to recheck the bill.

_____ 5. When you meet a person who has a handicap, you:

a. Try to avoid him or her.
b. Go out of your way to be especially nice.
c. Treat the person as you would anyone else.

_____ 6. A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:

a. "It looks terrible."
b. "I think you'll be happy with it."
c. "How's the weather today?"

_____ 7. You honestly feel that you:

a. Are interested in most people.
b. Are bored by most people.
c. Are only really comfortable with your own group of friends.

_____ 8. In a store check-out line you are in no hurry, but the person behind you is rushed. You:

a. Make your selection because it is your turn.
b. Suggest that the person go ahead of you.
c. Take an extra long time just to calm the person down.

_____ 9. When you meet people of different races or religions, you:

a. Have a secret feeling of fear.
b. Consider them as human beings much like yourself.
c. Are convinced your way of life is superior.

_____ 10. After a picnic you find there is no trash basket. You would:

a. Take the papers, bottles, and food home with you.
b. Leave the trash on the ground.
c. Try to hide the trash on the property.